

# Monday Week 8 – Stage 1

Student activity resources



# English

Student resources

## Task a- Spelling

**Learning Intention:** We are learning to add suffixes by dropping the **e** before adding **ed** or **ing**.

### **Success Criteria:**

- I can recognise known spelling patterns
- I know to drop the 'e' when I add **ed** or **ing**

# Task a

## Activity- Spelling

### *Adding Suffixes*

*If it ends in “e”,  
drop the “e” before  
adding “ing”.*

# Task a

## Activity- Spelling

Drop the final e before adding ed or ing.

E.g. write → writing

smile → smiling

### Task

Drop the final 'e' and add **ing** to make new words for each base word.

Write these words in your work book or in the google document.

hope

slide

shine

make

dance

come

joke

use

poke

bake

**Upload your work to Google Classroom**

## Task b- Grammar

**Learning Intention:** A word that is used instead of a noun is called a pronoun.

### Success Criteria:

- I can give examples of pronouns
- I can find pronouns in my reading books

## Task b

### Grammar



# Pronoun

A word that can be used instead of a noun is called a **pronoun**.

### Example:

**Thomas** went to bed because **Thomas** was tired.

**Thomas** went to bed because he was tired.

## Task b

### Grammar

# Word wall: Pronouns

we me us you

him her she he it

I they our who them







# Task b

## Grammar task

Read a book from your PM Readers or read one of your own. As you read your book, write down all the pronouns that you find. **Upload your work to Google Classroom**

**Extension-** You can also write down all the common nouns and proper nouns that you find in your book. Remember a common noun is a general thing and a proper noun is a name of a particular person, place or thing.

### Noun Hunt Common, Proper and Pronouns

As you are reading write down all the nouns you find.  
Make sure you write them in the correct column.

 <b>Common Nouns</b> 	 <b>Proper Nouns</b> 	<b>he</b>  <b>Pronouns</b>  <b>she</b>

# Task c

## Information Texts

Read or listen to the text about wombats on the next slide. Do you know any other facts about wombats?





# Wombat

Wombats are native only to Australia. They are mammals and marsupials. Wombats are small and look like a cross between a bear, a pig and a gopher.



Their bodies are built for digging, with short legs, a compact head, short broad feet and strong claws. There are two kinds of wombats, the bare-nosed wombat and the hairy-nosed wombat. Hairy-nosed wombats are nocturnal grazers, which means they hunt for their food at night.



Wombats mainly eat grass and roots. They live in burrows up to 30 metres long. The burrows are made mainly from roots of fallen trees, soil, leaves and rocks.

They are extremely strong and excellent diggers. Wombats can be many different colours, from light brown to black or grey. The average wombat is about 1 metre long and weighs about 25kg. Wombats are generally solitary, which means they are unsociable and like to be alone.



## Did you know...?

A wombat's pouch is backwards and their poo is cube-shaped.

# Task C

## Independent Reading



***Complete an activity on Reading Eggs  
Read a book from your PM Readers***

Read to yourself or to an adult. Try reading aloud and using expression.

Record in your book

Title-

Author-

Who were the characters in the book?

What happened?

What was the most interesting part?



# Check your work

Have you completed all the following activities?



## Check your work

Check you have completed all these tasks

- Task a - Spelling
- Task b – Grammar
- Task c – Information Text
- Independent Reading
- Reading Eggs
- PM Readers

## Reflection

Can I think of some pronouns that I learned in English today?

# Brain Break

Click on the link and learn how to draw a panda.

<https://video.link/w/Srm6c>





# Mathematics

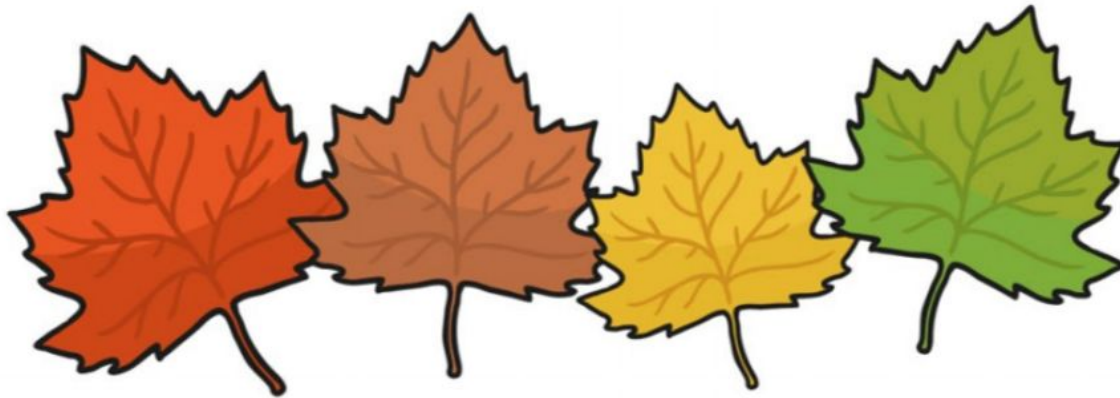
## Fractions

## Warm Up: Problem Solving

**Solve the following problem. Click on the speaker to listen to the problem being read or you can read the problem yourself.**



If you count 70 leaves on a path and another 24 leaves fall to the ground, how many leaves would there be?





# Fractions






**Learning Intention:** To recognise and model fractions

**Success Criteria:**

I can:

- identify a half, a quarter and an eighth
- create equal halves, quarters and eighths
- check the parts of my fractions are equal

Pizza fractions

		
$\frac{1}{2}$ half halves	$\frac{1}{4}$ quarter quarters	$\frac{1}{8}$ eighth eighths

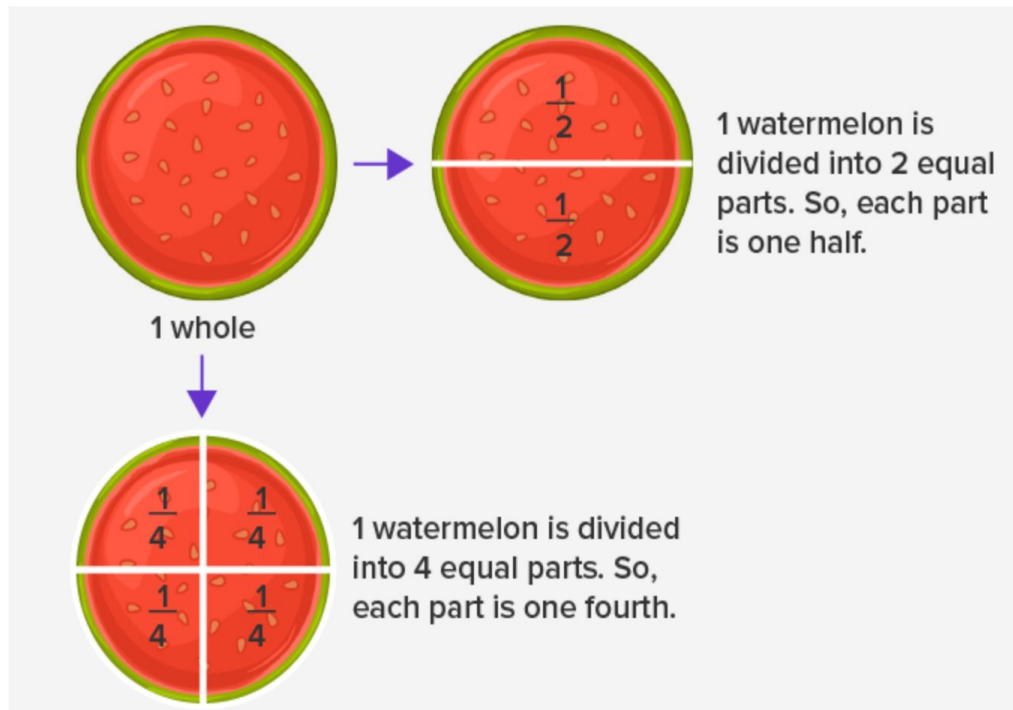




# Fractions - What is a fraction

**A fraction represents equal parts of a whole or of a collection.**

**Fraction of a whole: When we divide a whole into equal parts, each part is a fraction of the whole. For example,**



# Fractions



## Fraction Hunt

Can you find any fractions around your house? Draw or take a photo of the things you find and **upload them to Google Classroom.**



# Fractions



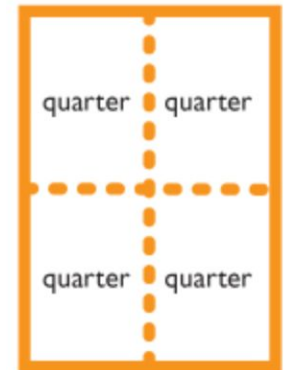
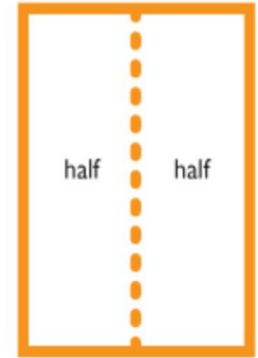
Can you make the following fractions out of a piece of paper. **Don't forget to upload a picture of your fractions.**

What you need:

- 3 pieces of paper (doesn't need to be A4 size)
- Coloured pencils

What to do:

1. Fold one piece of paper in half. Open your piece of paper out.
2. Label your fractions like the picture.
3. Fold another piece of paper in half and in half again. Open your piece of paper out.
4. Label your fractions like the picture.
5. With the third piece of paper, think of a way you could get 8 eights.
6. Label each part.



Questions to ask yourself

- Are each part equal?
- Could I fold my piece of paper another way to get the same fractions?

# Reflection



**Why do you think all parts of a fraction need to be equal?**



# Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



# Check your work

**Have you completed the following activities?**

- a) Warm up activity - Problem solving
- b) Fraction activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!



PE



## Dancing

Follow the link below to watch the episode and join in the dancing fun with Michelle and Teresa.

[GetActive@Home-Episode](#)



# Dancing challenges

## GetActive@Home

### Episode 3 - Dancing

Stage 1

#### Challenges

- Start an omelette - March on the spot, hands in then out (add the eggs).
  - Step from one foot to the other, wave hands in the air (add the cheese).
  - Heel tap alternate feet, turn around (add the tomatoes).
  - Step to the side, scoop hands out and around (gather the spinach).
- Prepare the omelette, add the following movements:
  - Hands in/out then around (whisk the eggs).
  - Hands up high then move back and forth (grate the cheese).
  - Double clap of the hands (dice the tomatoes).
  - Add a bounce to the step when 'gathering the spinach'.

#### Mega Challenges

- Make the omelette - Change the speed by calling: 'sleep in Sunday' (slow), 'all day breakfast' (medium), 'on the go' (fast).
- Create a new move such as: punch your hands in and out (add the chilli), step forward and twist a leg inwards (smash the avocado).

#### Other variations

With a partner try:

- making different movement combinations
- add a piece of sports equipment to the movement sequence
- go slower or faster make it easier or harder.



#### Suggested PDHPE Outcomes

These activities may address the outcomes listed as part of a whole school PDHPE scope and sequence.

**PD1-4** performs movement skills in a variety of sequences and situations.

**PD1-11** incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences.

#### Sample questions

- In what order do I perform each movement?
- What are the teaching cues for each movement?
- How does the music influence how I move?

#### Teaching cues

- Whisk the eggs.
- Grate the cheese.
- Chop the tomatoes.
- Gather the spinach.

#### Equipment

A variety of music across a range of tempos.

# Brain Break

## Cosmic kids Yoga

<https://video.link/w/Xwm6c>





# Science

# Digital Technology

## Digital Systems

### Hardware



Things that you can touch

### Software



Things that you cannot touch

### Network



Things that you cannot see





## Digital Systems

### Hardware



Things that you can touch

### Software



Things that you cannot touch

### Network



Things that you cannot see



# Digital Technology

## What components might make up a digital system?

A digital system is a system made up of hardware, software, networks and their use.

An example of a digital system is a computer, which is made up of parts that you can see, and parts that you can not see.

Can you see any digital systems in this picture that you have seen before?



# Digital Technology

## When do we use digital systems?

Right now, you are using a digital system to learn from home. If you are using a desktop computer, a laptop, a tablet, a smartphone or a camera, you are using a digital system.



# Digital Systems



Things that you can touch



Things that you cannot touch



Things that you cannot see



# Digital Scavenger Hunt!

Can you find in your house hardware, software and the network? When you have, draw and label them in your workbook!

Hardware	Software	Network

# Tuesday Week 8 – Stage 1

Student activity resources



# English

Student resources

## Task a- Spelling

**Learning Intention:** We are learning to add suffixes by dropping the **e** before adding **ed** or **ing**.

### **Success Criteria:**

- I can explain the spelling rule
- I can spell words correctly when I add **ed** or **ing**

## Task a

# *Adding Suffixes*

*If it ends in “e”,  
drop the “e” before  
adding “ing”.*

## Task a

### Grammar

Write the sentences in your workbook. Use the correct word in the sentence.

Remember the spelling rule!

I was (hoping / hopeing / hopping) you would call!

She was (slideing / slidding / sliding) down the hill.

He (smilled / smiled / smileed) at me.

We (danceed / dancd / danced) all night.



## Task b- Grammar

**Learning Intention:** A word that is used instead of a noun is called a pronoun.

### Success Criteria:

- I can give examples of pronouns
- I know the difference between a noun and a pronoun



## Task b

### Grammar

# Pronouns

A pronoun is a word used to replace a noun.

Pronouns are used so that we don't keep repeating the same nouns.

For example:

Sam went to the beach. Sam collected shells then Sam went for a swim.

Instead of repeating the word 'Sam' we can use the pronoun 'he'.

Sam went to the beach. **He** collected shells then **he** went for a swim.





# Task b

## Grammar

### Examples of pronouns



it



she or her



them or they



he or him



I



we or us



you or yours



me or mine

## Task b

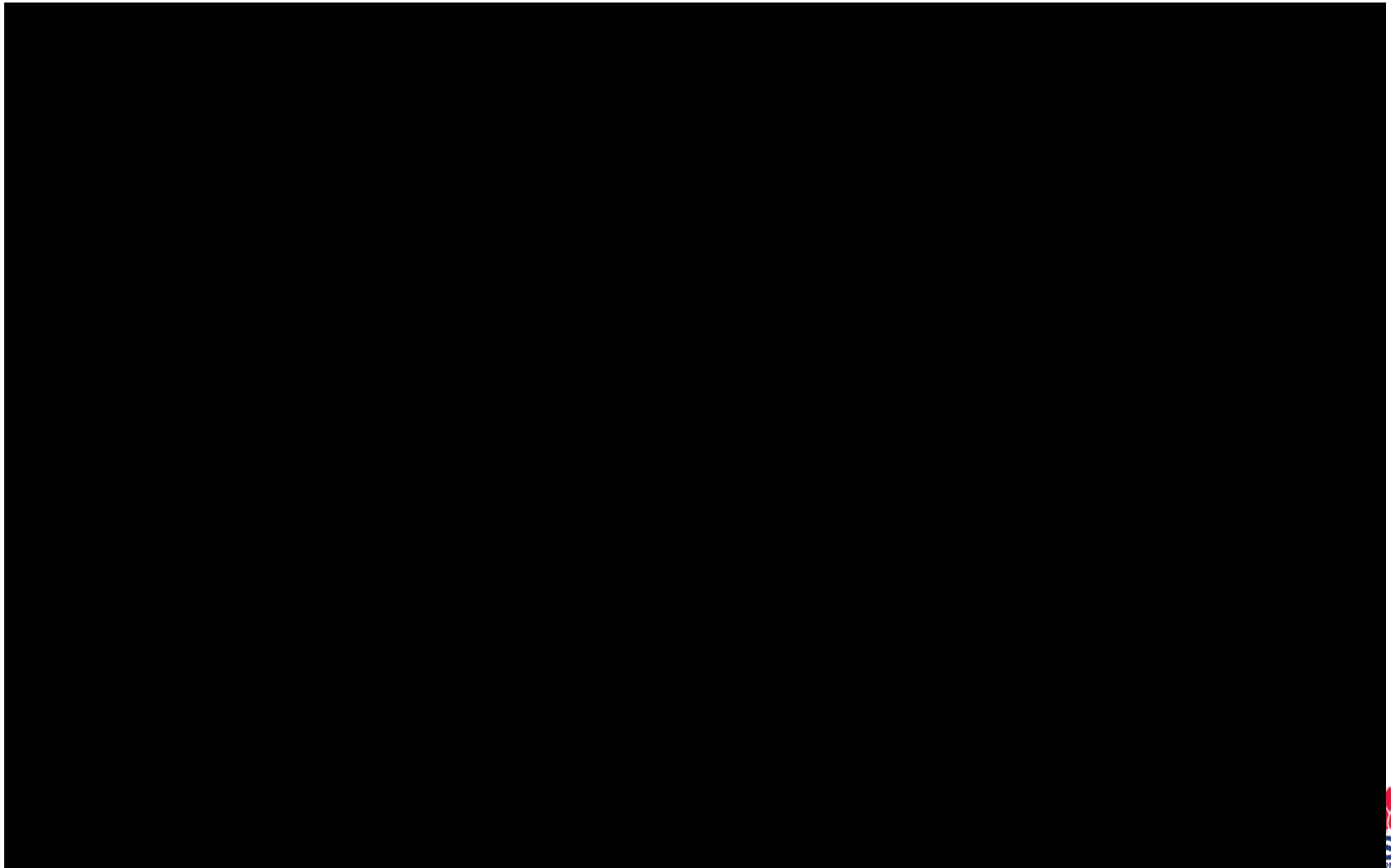
### Grammar- Pronouns/nouns

Sort these nouns under the heading nouns or pronouns in your workbook or on the Google Document. **Upload to Google Classroom.**

fish	me	railway	dog
us	them	group	it
she	homework	golf	you
hers	mine	tablecloth	ours
rabbit	sock	yours	I

# Task c

## Handwriting- video

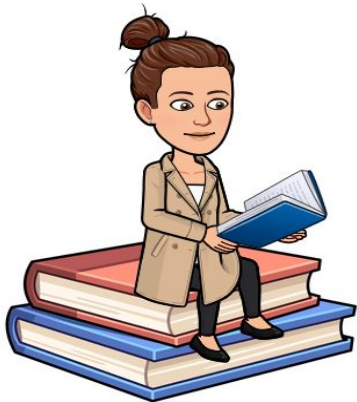


## Task d

### Reading Response

Complete an activity on Reading Eggs

Read a book on PM Readers



# Check your work

Have you completed all the following activities?



- a) Spelling
- b) Grammar
- c) Handwriting
- d) Reading Eggs
- e) PM Reader

Need help? Remember to ask your teacher!

## Reflection

What is something I learned in English today?

# Brain Break

Move your body to the Kidz Bop dance clip

<https://video.link/w/jDn6c>





# Mathematics

## Fractions

## Warm Up: Problem Solving

Solve the following problem. Click on the speaker to listen to the problem being read or you can read the problem yourself.



Mum's train ticket costs \$14, mine and my brother's ticket cost \$6. How much does our train journey cost in total?







# Fractions




**Learning Intention:** To recognise and model fractions

**Success Criteria:**

I will be successful by:

- identifying a half, a quarter and an eighth
- creating equal halves, quarters and eighths
- checking parts of my fractions are equal

Pizza fractions

		
$\frac{1}{2}$ half halves	$\frac{1}{4}$ quarter quarters	$\frac{1}{8}$ eighth eighths



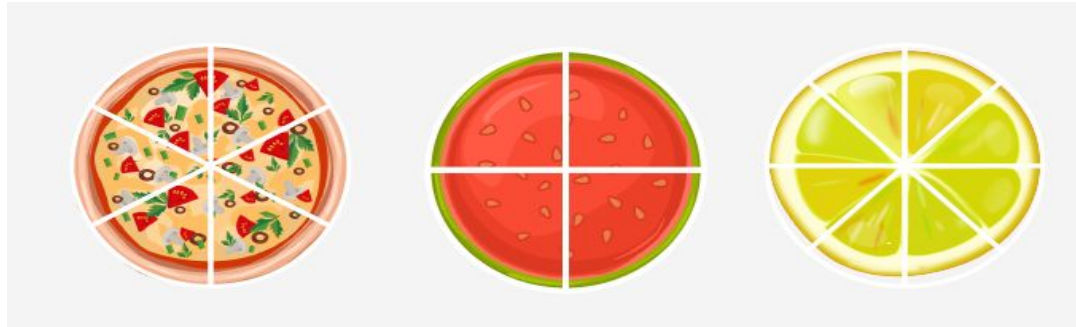
# Fractions - What is a fraction



## Real life examples

The most common examples of fractions from real life are equal slices of pizza, fruit, cake, a bar of chocolate, etc.

## Real life example of Fraction

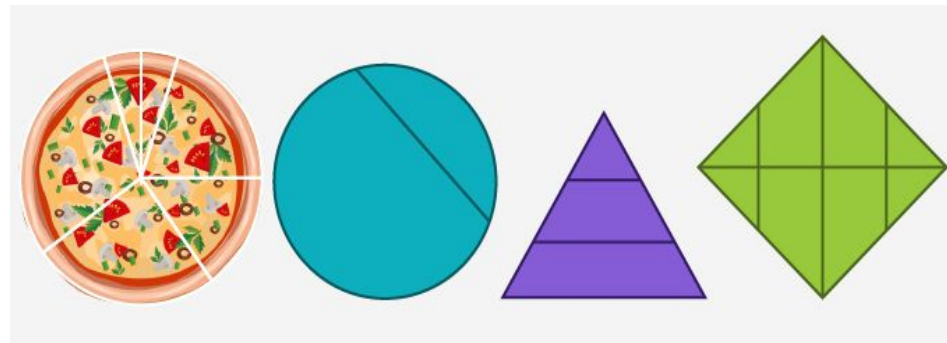


## Non-examples

When the parts of the whole are unevenly divided, they don't form fractions.



## Non-example of Fraction



# Fractions - Fairy Bread fraction



This activity you will need an adult to help you.

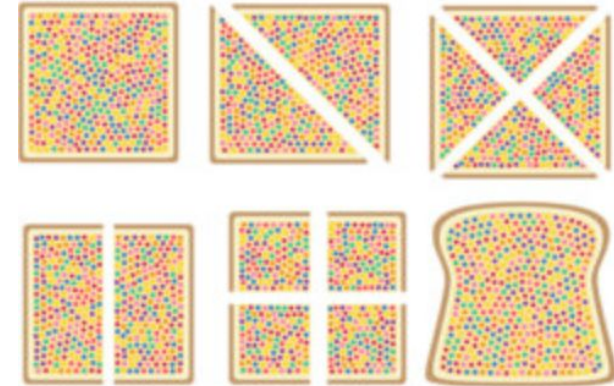
## What you need:

- A slice of bread
- Butter
- 100s & 1000s
- A knife



## What to do:

1. Spread the bread slice evenly with butter.
2. Place the 100s and 1000s onto the buttered bread.
3. Cut your slice of bread into a fraction.
4. Explain what fraction you cut your bread into.
5. Take a photo of your fairy bread fraction and upload it to Google Classroom.



Discuss the following questions:

- Is each part equal?
- Can you think of other fractions that you could of cut your bread into?

# Reflection



**What is something you still need help with?**

# Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



# Check your work

**Have you completed all the following activities?**

- a) Warm up activity - Problem solving
- b) Fraction activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

# Brain Break



See how long you can skip for using a skipping rope.





# Geography



# Australia's Location in the World



<https://video.link/w/IOH6c>



# Australia - where are you?

▶ [Watch the video](#)  
[Our Intergalactic Address.](#)



**Think, pair and share.**

Talk with a parent about Australia's intergalactic address.





Think about the information in the video and answer the questions in the stars.



## Connect

What did you already know about our planet?

## Extend

What new things did you learn?

What questions do you have about Australia's place on Earth?

## Challenge

## OUR INTERGALACTIC ADDRESS



Write the intergalactic address for your classroom



CLASS \_\_\_\_\_

SCHOOL \_\_\_\_\_

STREET \_\_\_\_\_

SUBURB \_\_\_\_\_

STATE \_\_\_\_\_

COUNTRY \_\_\_\_\_

CONTINENT \_\_\_\_\_

HEMISPHERE \_\_\_\_\_

PLANET \_\_\_\_\_



- SYSTEM  
THE SOLAR SYSTEM
- GALAXY  
THE MILKY WAY
- SUPERCLUSTER  
VIRGO
- UNIVERSE  
THE UNIVERSE



Earth is the planet we live on. It is made up of land and water.

People have given the land and water names. They have divided the land into continents and the water into oceans.



[Watch the video about the continents and oceans.](#)



## Quiz

1. Which is the biggest continent? \_\_\_\_\_
2. Which is the smallest continent? \_\_\_\_\_
3. Which is the coldest continent? \_\_\_\_\_
4. Which is the biggest ocean? \_\_\_\_\_
5. Find one interesting fact about a continent or ocean \_\_\_\_\_

Upload this to your google classroom

# Wednesday Week 8 – Stage 1

Student activity resources



# Wednesday

Student resources



## Task a Grammar

**Learning Intention:** A word that is used instead of a noun is called a pronoun.

**Success Criteria:**

- I can give examples of pronouns
- I can know the difference between a noun and a pronoun

# Task a

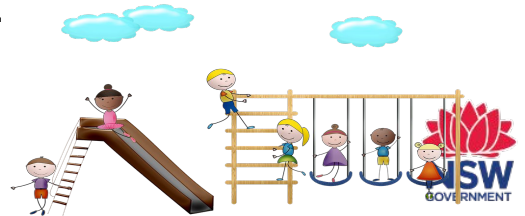
## Grammar- Pronouns



Fill in the sentences with the correct pronoun from the box.

I	you	he	she	we	they	it
me	you	him	her	us	them	it

1. Would \_\_\_\_\_ like some cake for dessert?
2. I love my sister. \_\_\_\_\_'s really kind to \_\_\_\_\_.
3. \_\_\_\_\_ are not coming to our party anymore.
4. I'm going shopping, do \_\_\_\_\_ want to come with \_\_\_\_\_?
5. Jack saw \_\_\_\_\_ at the park. \_\_\_\_\_ were on the swings.
6. That's \_\_\_\_\_ over there! \_\_\_\_\_ did it!
7. I love that sofa. \_\_\_\_\_'s not too expensive for us, is \_\_\_\_\_?
8. \_\_\_\_\_ need to put \_\_\_\_\_ back on the shelf.
9. \_\_\_\_\_ love going on a holiday to Queensland.
10. \_\_\_\_\_ were happy that our train had finally arrived.



# Information Text

**Learning Intention-** To locate important information in a text or video.

## Success Criteria

- I can find key facts
- I can use tools, such as a glossary, to help me understand new words
- I can group facts together using headings

# Task b

## Information Text

Read or listen to the text about wombats again.



### Wombat

Wombats are native only to Australia. They are mammals and marsupials. Wombats are small and look like a cross between a bear, a pig and a gopher.



Their bodies are built for digging, with short legs, a compact head, short broad feet and strong claws. There are two kinds of wombats, the bare-nosed wombat and the hairy-nosed wombat. Hairy-nosed wombats are nocturnal grazers, which means they hunt for their food at night.



Wombats mainly eat grass and roots. They live in burrows up to 30 metres long. The burrows are made mainly from roots of fallen trees, soil, leaves and rocks.

They are extremely strong and excellent diggers. Wombats can be many different colours, from light brown to black or grey. The average wombat is about 1 metre long and weighs about 25kg. Wombats are generally solitary, which means they are unsociable and like to be alone.



**Did you know...?**  
A wombat's pouch is backwards and their nose is cube-shaped.

A Glossary can help us understand the text better. Let's see what these words mean. Listen to the instructions.

## Wombat

Wombats are native only to Australia. They are **mammals** and **marsupials**. Wombats are small and look like a cross between a bear, a pig and a gopher.



Their bodies are built for digging, with short legs, a **compact head**, **short broad feet** and strong claws. There are two kinds of wombats, the bare-nosed wombat and the hairy-nosed wombat. Hairy-nosed wombats are **nocturnal grazers**, which means they hunt for their food at night.



Wombats mainly eat grass and roots. They live in burrows up to 30 metres long. The burrows are made mainly from roots of fallen trees, soil, leaves and rocks.

They are extremely strong and excellent diggers. Wombats can be many different colours, from light brown to black or grey. The average wombat is about 1 metre long and weighs about 25kg. Wombats are generally **solitary**, which means they are **unsociable** and like to be alone.



**Did you know...?**  
A wombat's pouch is backwards and their poo is cube-shaped.

## Task b- Vocabulary



### Glossary

A Glossary is located at the end of a book. The glossary helps us to understand the technical language that we may find in the book. It is like a dictionary.

Read the Glossary from the **Wombat** text to help you understand what these words mean.

**Mammal**- A warm blooded animal that has fur or hair and give birth to live young

**Marsupial**- A mammal that needs to live in a pouch to help it grow

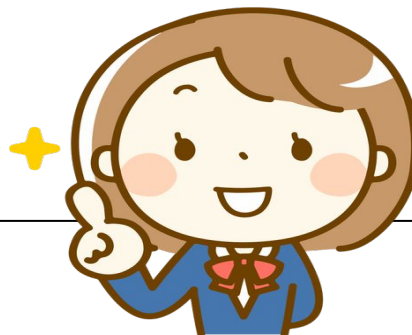
**Compact**- Closely and firmly joined together

**Broad Feet**- wide feet

**Nocturnal grazer**- Eats at night, usually on low-lying plants or grass

**Solitary**- Likes to be alone

**Unsociable**- Does not like the company of others



# Task b

## Writing

Write down facts about wombats in point form in your workbook. (Planning)

<b>Classification (animal group)</b>	<b>Diet (what do they eat?)</b>	<b>Habitat (where do they live?)</b>
<b>Appearance (what do they look like?)</b>	<b>Predators (what animal hunts them?)</b>	<b>Interesting Facts</b>

## Task c

### Independent Reading

*Complete an activity on Reading Eggs*

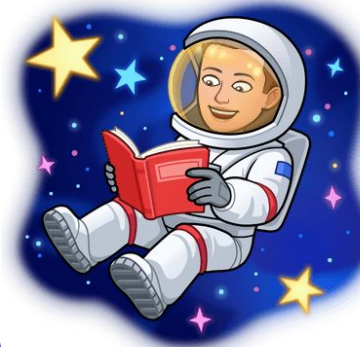
Read to yourself or to an adult. Try reading aloud and using expression.

Tell an adult:

Who were the characters in the book?

What happened?

What was the most interesting part?





# Check your work

Have you completed all the following activities?



- a) Grammar
- b) Writing- Information Text
- c) Independent Reading
- d) Reading Eggs
- e) PM Readers

Need help? Remember to ask your teacher!

## Reflection

Could I tell an adult some interesting facts about wombats?

# Brain Break

Take a break and watch the following clip.

<https://video.link/w/WDn6c>





# Mathematics

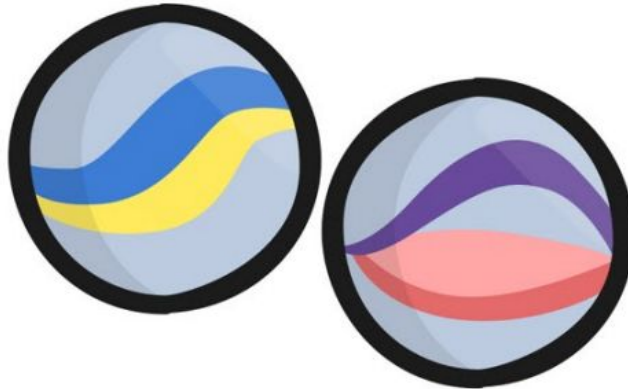
## Fractions

## Warm Up: Problem Solving

Solve the following problem. Click on the speaker to listen to the problem being read or you can read the problem yourself.



If you have 28 marbles and you win another 29, how many marbles would you have?



# Fractions






**Learning Intention:** To recognise and model fractions

**Success Criteria:**

I can:

- identify a half, a quarter and an eighth
- create equal halves, quarters and eighths
- check parts of my fractions are equal

Pizza fractions

		
$\frac{1}{2}$ half halves	$\frac{1}{4}$ quarter quarters	$\frac{1}{8}$ eighth eighths



# Fractions



What part of the fraction is shown? Please watch the following video.

The video shows a whiteboard with the following content:

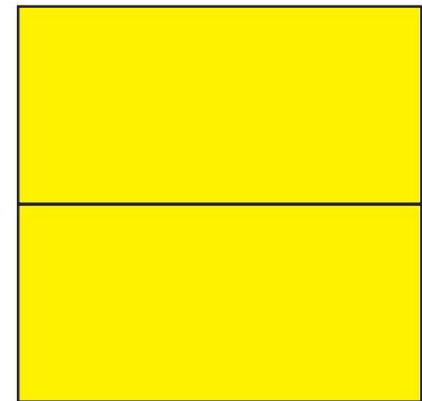
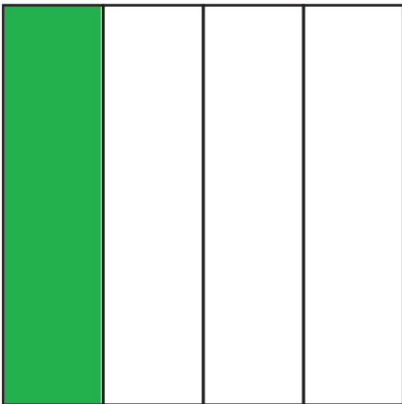
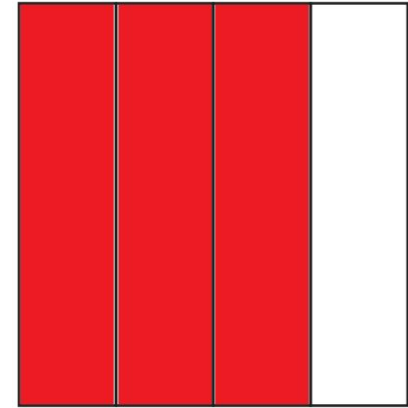
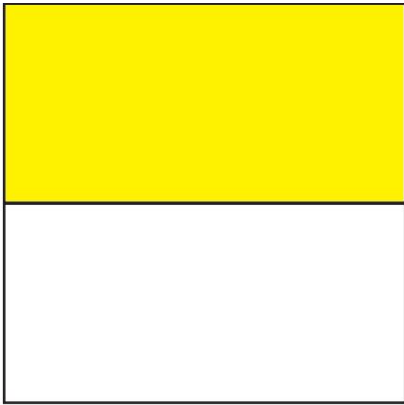
- Text: "What part of the fraction is coloured in?"
- Text: "numerator" and "denominator" (partially obscured)
- A bar model divided into 10 equal horizontal segments, with 5 segments shaded purple.
- A circle divided into 4 equal quadrants, with 2 quadrants shaded blue.
- A 2x3 grid of rectangles, with 5 rectangles shaded blue.
- A circle divided into 8 equal sectors, with 3 sectors shaded blue.

A hand is pointing to the bar model. Several markers are visible on the floor in front of the whiteboard.

Mrs Mann

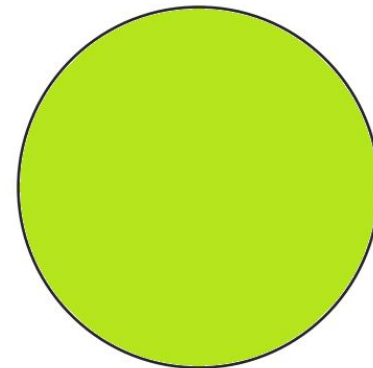
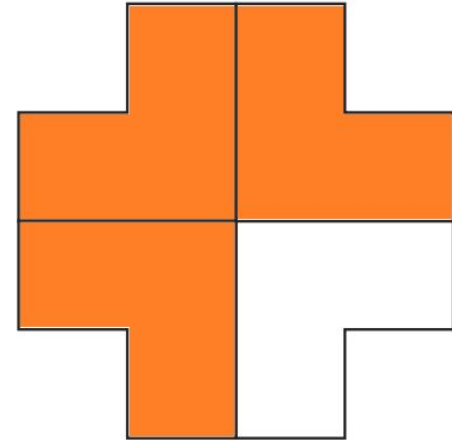
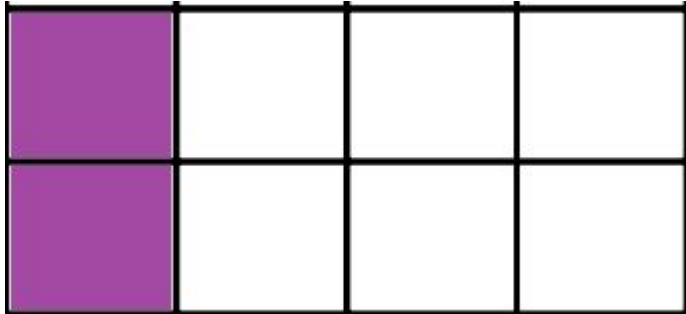
# Fractions

What part of the fraction is shown?



# Fractions

What part of the fraction is shown?





# Reflection



**What did I learn today about fractions?**



# Mathletics

Complete an activity on Mathletics

<https://www.mathletics.com/au/>



# Check your work

**Have you completed all the following activities?**

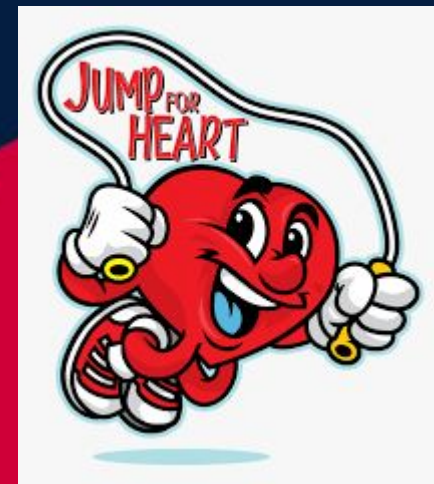
- a) Warm up activity - Problem solving
- b) Fraction activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!

# Brain Break



See how long you can skip using a skipping rope. Can you beat your time from yesterday?

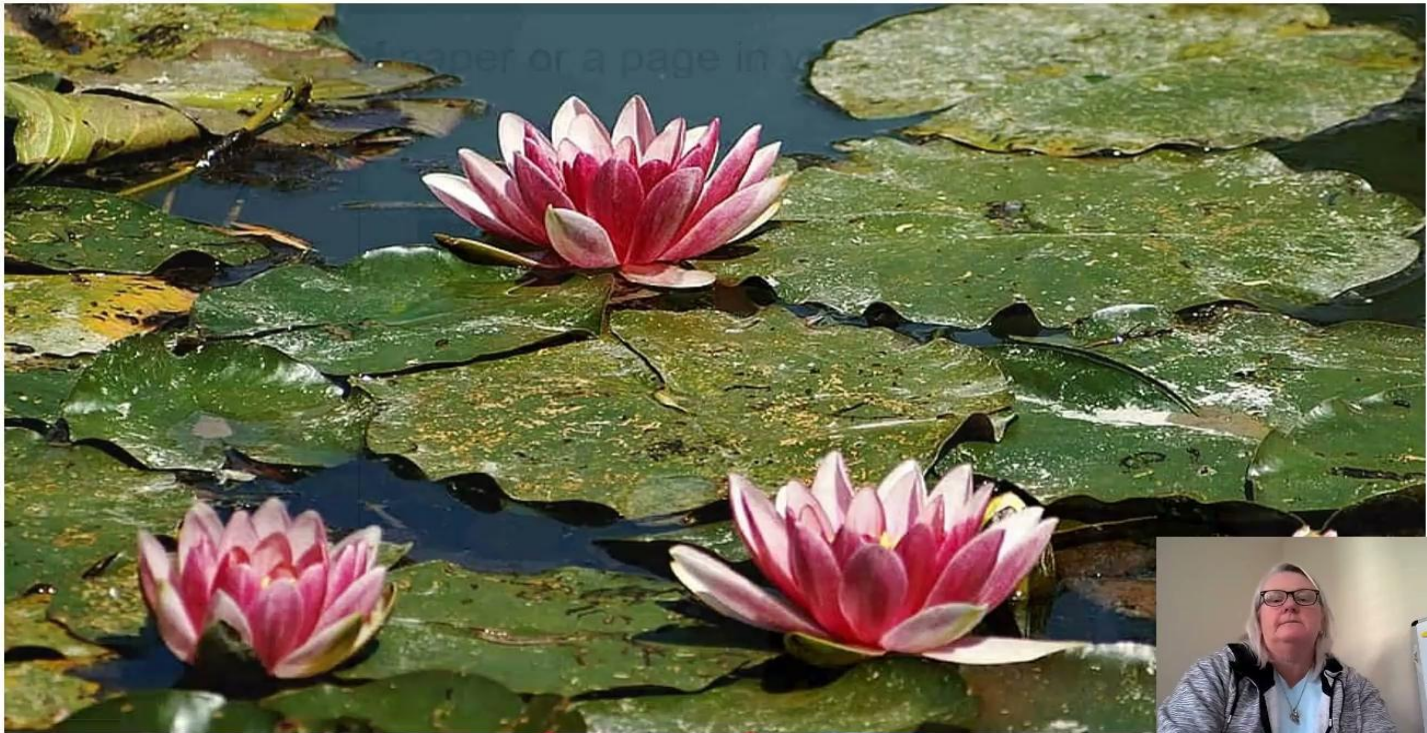


# Kearns PS Online Learning Creative and Practical Arts Stage 1

## Week 8

We are going to create our own Waterlilies together.

This is a real life water lily.



# Thursday Week 8 - Stage 1

Student activity resources



# English

Student resources



# Information Report

**Learning Intention-** To be able to organise information into simple paragraphs.

## Success Criteria

- I can write my information in simple paragraphs
- I use full sentences in my writing



# Task a

## Writing- Information Report

Remember when you wrote your facts about wombats in a table in point form? Now it is time to write your information into simple paragraphs. Write as much information as you can and use full sentences in your writing. E.g Wombats like to eat....

### Upload your answers to Google Classroom

What is a wombat? (Classification)

What do wombats look like? (Appearance)

What do wombats eat? (Diet)

Where do wombats live? (Habitat)

What hunts wombats? (predators)

What other interesting facts did you find?

# Task b

## Spelling

Let's play Boggle! How many words can you make? Write your words in your workbook.

D	G	B	R
S	O	A	T
P	C	L	I
T	A	H	L



# Task c

## Father's Day (Special Person) Activity

Mr Kercheval has created a fun craft lesson that you can follow!



## Task d

### Independent Reading



*Complete an activity on Reading Eggs and PM Readers*

Read to yourself or to an adult. Try reading aloud and using expression.

Tell an adult:

Who were the characters in the book?

What happened?

What was the most interesting part?



# Check your work

**Have you completed all the following activities?**



- a) Writing- Information Report
- b) Spelling
- c) Father's Day (Special Person) Activity
- d) Independent reading
- e) PM Readers
- f) Reading Eggs

Need help? Remember to ask your teacher!

## Reflection

**Did I check my writing for errors? E.g. Did I remember my capital letters and full stops? Did I write in full sentences?**

# Brain Break

Take a break and go outside  
and enjoy the sunshine





# Mathematics

## Fractions



## Warm Up: Problem Solving

Solve the following problem. Click on the speaker to listen to the problem being read or you can read the problem yourself.



If you count 67 rabbits in a field and 52 of them hop away, how many rabbits would be left?



# Fractions






**Learning Intention:** To recognise and model fractions

**Success Criteria:**

I will be successful by:

- identifying a half, a quarter and an eighth
- creating equal halves, quarters and eighths
- checking parts of my fractions are equal

Pizza fractions

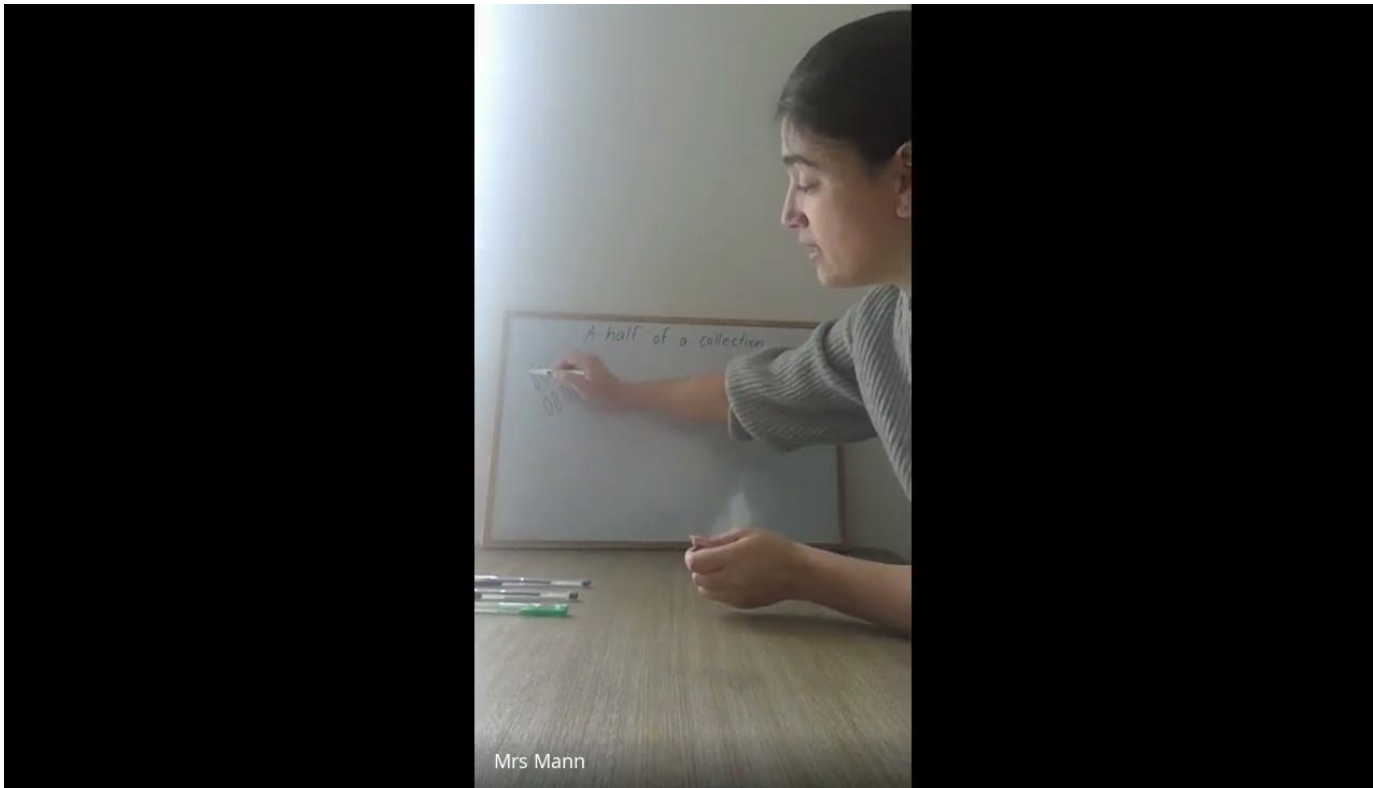
		
$\frac{1}{2}$ half halves	$\frac{1}{4}$ quarter quarters	$\frac{1}{8}$ eighth eighths



# Fractions - Collections



Can you halve the following collections? Please watch the the video.





# Fractions - Collections

Can you halve the following collections? Remember if you need help doing this, you can recreate these collections using items you have around your home. **Upload your work to Google Classroom.**



# Fractions - Collections



## Extension

Can you find a quarter of the following collections? Remember if you need help doing this, you can recreate these collections using items you have around your home. Upload your work to Google Classroom.





# Fractions

## Collections Activity

Can you half these numbers?

What number is half of 2?

What number is half of 4?

What number is half of 6?

What number is half of 8?

What number is half of 10?

What number is half of 20?

What number is half of 100?

$$\frac{1}{2}$$

## Reflection



Activity: Test your knowledge of fractions by playing this **Kahoot**. Please type in your first name and the first letter of your last name. [Click here](#) to begin.



# Check your work

**Have you completed all the following activities?**

- a) Warm up activity - Problem solving
- b) Fraction activity - uploaded your work to Google Classroom
- c) Reflection
- d) Mathletics

Need help? Remember to ask your teacher!



# Brain Break



See how long you can skip for using a skipping rope. Can you beat your time from yesterday?





# PDH - Safety





# Staying Safe when Travelling

We are learning to recognise safe decisions when travelling

We will learn that we cross at a pedestrian crossing.

We will learn to ride our bikes, scooters and skateboards on the footpath.





# Staying Safe when Travelling

Watch the video below about Pedestrian Safety



# To be safe we need to remember to -

1. Cross at a pedestrian crossing.





# To be safe we need to remember to -

2. Stop, look, listen and think before we cross the road.





# To be safe we need to remember to -

3. Walk don't run.





# To be safe we need to remember to -

4. Hold an adult's hand.







# To be safe we need to remember to -

5. Be careful and arrive safely.





# Staying Safe when Travelling

Watch the video below to learn more about bike safety.





# Staying Safe when Travelling

Click the link below -

[Activities | Safety Town](#)

Go to the activities [Let's Go Riding](#) and [Always Wear A Helmet](#) (see picture below)



## **LET'S GO RIDING**

It's important to make safe choices about where you ride and what gear you wear to be a safe rider.

**ON WHEELS**



## **ALWAYS WEAR A HELMET**

What do you like to ride? A bike? A scooter? A skateboard? Whenever you're on your wheels, you must wear a helmet.

**ON WHEELS**





# Staying Safe when Travelling

## Bike Safety



Activity: Test your knowledge of safe travel by playing this **Kahoot!** Please type in your first name and the first letter of last name. The results will be published in your Google Classroom. [Click here to play.](#)





## Optional Activity: Design a Poster

Make a poster about riding a bike, scooter or skateboard safely - include at least one important safety rule you have learnt.





# Staying Safe when Travelling

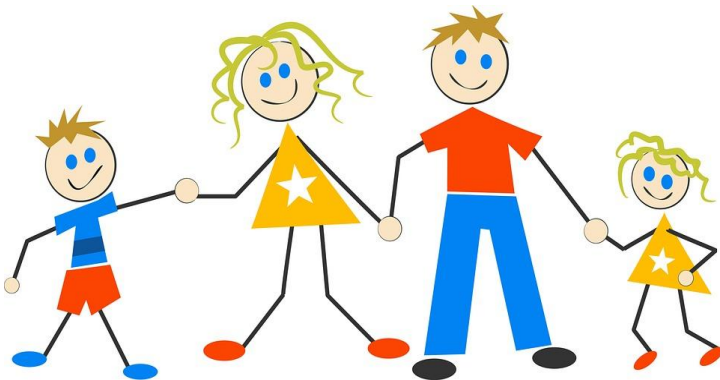
Reflection: Discuss with an adult what you learnt today about staying safe when travelling. What will you remember to do when you are a pedestrian or riding a bike, scooter or skateboard?



# Wellbeing Day!

Wellbeing means being healthy, hopeful and comfortable. Learning is a part of good wellbeing, but sometimes it's good to take a break. Today I will not be posting or marking any work. You will still need to check in and upload a picture of you completing one activity from the grid on the next slide.

We would like you to limit your screen time today and encourage you to go outside, play and spend time doing something you enjoy. Take some time to refresh, look after yourself and SMILE!





**STEM:** Can you make a catapult using objects in your house?



**Act of kindness:** Can you help with 1 chore around the house today?



**Design:** How many creatures can you create with your crunch & sip?



**Fitness challenge:** Can you roll over without dropping the shoe?



**Secret talent:** Show us your secret talent.



**Art: 1.** [Dish soap painting](#)

or

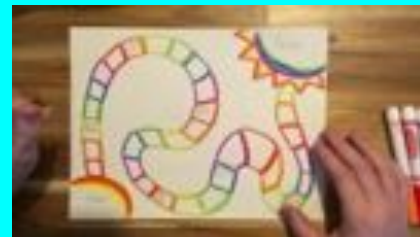


[Mo Willems Drawing Guide](#)

Click here for video



**Play:** Play a game with a friend or family member.



**Scavenger hunt:** How many natural things can you collect while outside?

